

# Inspection of Ultimate Activity Camps at King Edward VI High School

King Edward VI High School for Girls, Edgbaston Park Road, BIRMINGHAM B15 2UB

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Inspection date:

16 July 2024

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

Children arrive happily at this vibrant and lively club. They receive a friendly greeting from staff who take them off to play. Children are welcomed by an array of activities, which helps them to quickly settle in. They choose from playing with ball games, joining in with group activities, or sitting to read or colour with their peers. Children swiftly become confident individuals as they chatter to others and develop new friendships.

The club is organised effectively so that children are divided into age groups. This means that activities provided are well-suited to the individual abilities of children. Children are encouraged to work in teams to complete relay races. Staff model how to complete each task, whilst providing clear explanations of what is expected from children. Children are eager and confident to have a go. They practise negotiating spaces to move around obstacles whilst carrying a baton or balancing a beanbag on their head. Children enthusiastically throw beanbags into a target, which is then pushed further away to provide more challenge. Staff actively encourage children to learn how to work as a team. Children passionately cheer their teammates on and become competitive in sitting down quickly when all of their team have finished.

### What does the early years setting do well and what does it need to do better?

- The key person system is well-embedded to help children build settled relationships. Staff obtain important information from parents about their child before they start their session. They observe children and use their knowledge from parents to provide experiences that align with children's interests. Consequently, children settle in very quickly and show a sense of security at the club.
- Children enjoy a wealth of activities during their time at the club and make choices about what they want to do. They practise their fine motor skills as they use different resources to build structures. Children confidently show new people what they have made, such as a 'firework'. They actively dance along to music and know to pause when the music stops.
- Staff set very clear expectations for children's behaviour. Before any group activities start, they carefully explain the rules of the game to children so that they understand how to take part. Children follow the rules carefully. This helps them learn how to treat each other with respect and how to keep themselves and others safe.
- Children delight in playing group games with other children. One child is chosen to be a detective. Staff challenge them to work out who is winking at the other children who then lie down in the circle. They ask age-appropriate questions and

provide some cues to help children solve problems.

- The manager has a sound understanding of how to support children who have special educational needs and/or disabilities. Information is gathered from parents about children's individual needs. The manager works closely with staff to put arrangements in place to support any needs that children may have. This means that all children can participate in activities and be fully included within the club.
- Staff teach children how to lead a healthy lifestyle. Before snack time, children are taken to wash their hands. Staff explain the importance of washing their hands before touching food and they talk about how soap kills germs.
- Children's personal, social and emotional development is at the heart of the routine. At snack time, children happily sit down with their friends. They choose what they would like to eat and engage in conversations with their peers. Staff spend time getting to know children who are new to the setting. They introduce them to other children and encourage them to gradually play with others.
- There are rigorous procedures in place for the professional development of all staff. Staff receive bespoke training prior to starting their role and before each holiday camp, which ensures that they understand their roles and responsibilities. Staff comment that they feel well-supported in their roles. Managers provide staff with regular feedback about their performance and set targets to help them progress further.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY475098                                                                          |
| <b>Local authority</b>                             | Birmingham                                                                        |
| <b>Inspection number</b>                           | 10339135                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care                                                            |
| <b>Age range of children at time of inspection</b> | 4 to 14                                                                           |
| <b>Total number of places</b>                      | 120                                                                               |
| <b>Number of children on roll</b>                  | 169                                                                               |
| <b>Name of registered person</b>                   | The Ultimate Activity Company Ltd                                                 |
| <b>Registered person unique reference number</b>   | RP901335                                                                          |
| <b>Telephone number</b>                            | 0330 1117077                                                                      |
| <b>Date of previous inspection</b>                 | 24 August 2018                                                                    |

## Information about this early years setting

Ultimate Activity Camps at King Edward VI High School registered in 2014. It is located in Edgbaston, Birmingham. The club operates Monday to Friday during school holiday periods. Sessions are from 8am until 6pm. There are four members of staff employed. Of these, one holds a qualified teacher status and one is qualified to level 3.

## Information about this inspection

### Inspector

Lisa Bennett

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed children playing throughout the inspection and observed the interactions between staff and children.
- The manager and inspector carried out a joint observation of a planned sport activity.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector held a meeting with the head of operations and the manager and looked at relevant documentation and evidence of staff suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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